

# COLOMA CONVENT GIRLS' SCHOOL



## HEADTEACHER RECRUITMENT INFORMATION OCTOBER 2018





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Dear Candidate

As Chair of the Governing Board, I am delighted to provide you with the details for your application for the position of Headteacher of our wonderful school.

Coloma Convent Girls' School is an outstanding Ofsted graded school situated in beautiful wooded grounds in Shirley, a couple of miles from Croydon. Its history dates back to 1869 when it was founded by the Daughters of Mary and Joseph (also known as the Ladies of Mary). Coloma Convent Girls' School offers a World Class education, a status awarded to the school in 2016.

Our flourishing Sixth Form (also graded as outstanding by Ofsted) has seen a recent expansion of its curriculum enabling the provision and teaching of high-quality A level and BTEC courses in a wide range of academic and applied subjects.

Coloma is above all a Catholic school with a strong ethos of Christ at the centre of everything. In terms of spiritual growth and academic achievement, it offers everyone, both staff and students, the opportunity to continue their own individual journey of personal and spiritual growth, equipping them to be the best possible person they can.

Our lives reflect the school motto 'Laborare est orare' (To work is to pray). We are proud of the breadth of our academic and vocational curriculum, and are continually developing our programmes to support the diverse needs, and abilities of our students. Within the curriculum our focus on Modern Languages, separate Sciences, Art and Drama and many sporting activities all offer every student the opportunity to develop their own personal skills and experiences.

Academically, the school's performance is excellent and it has been regularly reported as being one of the top performing girls' state secondary schools in the country. In July 2018, Coloma was named the best secondary school in Croydon by the Real Schools Guide, as a result of achieving the maximum five-star rating in each of the four assessment categories: attainment, progress, attendance and outcomes. Our aim has always been to provide our students with an opportunity for the balanced development of their intellectual, emotional, and spiritual qualities in order to foster an appreciation of these aspects which add quality to life.

In accordance with Coloma's Mission, the Governing Board is actively exploring options to enable Coloma to increase pupil numbers in Year 7 and within the Sixth Form in order to meet the demand for places. This is likely to involve a new approach to using the existing buildings, coupled with the provision of new buildings. Further, the Governing Board recognises the opportunities that exist for collaboration with businesses and with higher education institutions, particularly those within the technology sector, for the benefit of all students, and is keen to bring these to fruition in the near future. The Headteacher will be the leader on these initiatives working closely with the Governing Board.

The Governing Board actively provides support to the Headteacher and Senior Leadership Team, as well as students, who together with the parents all form our Coloma family.

You are warmly invited to visit Coloma to form your own impression of our vibrant school community.

Candidates are invited to complete the application form, which includes a supporting statement of no more than 1,300 words.

We look forward to hearing from you and hopefully meeting you soon.

**Michael Buckingham**

Chair of Governors



# HEADTEACHER

## COLOMA CONVENT GIRLS' SCHOOL

Upper Shirley Road, Croydon, CR9 5AS

(from September 2019)

**Salary Range: Outer London Group 6 (plus 25%), L21 £89,699 to L35 £117,952  
(Assistance with relocation expenses may be considered)**

Coloma Convent Girls' School is a Roman Catholic school (11-18) with voluntary-aided status. Founded by the Religious Sisters known as the Daughters of Mary and Joseph (also known as the Ladies of Mary) in 1869, the Sisters continue to serve as Trustees of the school. Coloma now has over 1,000 students and is officially recognised as outstanding and as a World Class School. In July 2018, Coloma was named the best secondary school in Croydon by the Real Schools Guide.

We strive to offer an education that will prepare students for life through a commitment to their spiritual and personal growth. Our highly committed staff, supported by the Governing Board, give students real choice, diversity and consistently high standards of education.

The successful candidate will be a practising Catholic who will lead us on to the next stage of our journey, maintaining and developing our profile for excellence and maximising the opportunities from the changing educational landscape.

The successful candidate will:

- be passionate about Catholic Education
- have clarity of vision for the school
- be able to progress Coloma's status as a World Class School
- be able to lead a successful and expanding Sixth Form
- develop partnership with third parties
- be politically astute in all dealings with the Local Authority, Diocese and other relevant bodies
- be a strategic thinker with excellent communication skills
- be able to take key decisions with regard to calculated risks

**To apply please visit our website [www.coloma.croydon.sch.uk](http://www.coloma.croydon.sch.uk)**

**Visits to the school are warmly encouraged and can be arranged by emailing the Clerk to the Governors ([strembath@coloma.croydon.sch.uk](mailto:strembath@coloma.croydon.sch.uk))**

**Closing date for applications: 14<sup>th</sup> November 2018 at 08:30am  
Shortlisting: 20<sup>th</sup> November 2018  
Interviews: 3<sup>rd</sup> and 4<sup>th</sup> December 2018**

This post is subject to an Enhanced Disclosure Application (with barred list check) to the Disclosure and Barring Service.

We are committed to safeguarding and promoting the welfare of children and young people.





## COLOMA – AN OVERVIEW

### Roman Catholic Voluntary-Aided Comprehensive Girls' School

The Congregation of the Daughters of Mary and Joseph opened Coloma Convent Girls' School in Croydon in 1869. In 1965, the school moved to its present site in Shirley (London Borough of Croydon) where it sits in extensive grounds on the edge of the Addington Hills. Since its foundation, Coloma has continued in the trusteeship of the Daughters of Mary and Joseph (also known as the Ladies of Mary). Our Governing Board is privileged to include Daughters of Mary and Joseph Sisters, who are also trustees of the Congregation.

Here at Coloma we have a distinctive Catholic ethos and we are committed to helping every student to reach her full potential, both academically and personally. We strive to develop each student's confidence in herself and to inspire all of our students to reach for excellence in all they do.

Coloma is recognised as being one of the top non-selective secondary schools in the country. We are consistently over-subscribed and have received four outstanding Ofsted and four outstanding Diocesan reports. In 2016 we were delighted to pass the rigorous assessment resulting in Coloma being accredited with World Class School status. We have been awarded Specialist Status in Music and Science and have also been designated a High Performing Specialist School. Coloma continues to be nationally recognised for its exceptional performance by the Schools Students and Teachers network (SSAT) and is in the top 10% of non-selective schools nationally for attainment and progress at Year 11. In July 2018, Coloma was named by the Real Schools Guide as the best secondary school in Croydon.

While our academic results are outstanding, life at Coloma is about much more than success in the classroom. Coloma offers a wide range of extra-curricular and service related activities. These develop specific skills but equally importantly build up values and friendships that students leaving Coloma take with them for the rest of their lives. In 2016-17, Coloma was ranked as the highest performing all-girls comprehensive school in the country for sport.

The school community has benefitted from a significant number of additions to our facilities, all of which have contributed to the success of our students in academic and vocational pursuits. Our beautiful stained glass window chapel is the heart of our community and we gather there for weekly assemblies, liturgies and tutor group Masses. The school has been further enhanced with the addition of our sixth form block in its own setting within the grounds; design & technology centre; performing arts centre; music studio with computerised digital composition facilities; floodlit artificial football and lacrosse pitch; together with new and refurbished art and pottery rooms.

Coloma has a five-form entry of 150 students in Years 7 to 11 (with an exceptional six-form entry of 180 students in the current Year 8). There are 1,066 students on roll, including 275 students in our sixth form.



## CATHOLICITY STATEMENT

Coloma Convent Girls' School is recognised as a Roman Catholic School by the Roman Catholic Archbishop of Southwark and is under the trusteeship of the Trustees of the English Province of the Order of the Daughters of Mary and Joseph. It is designated as voluntary-aided and is a single sex school. The school is to be conducted as a Catholic school in accordance with Canon Law and the teachings of the Roman Catholic Church, and in accordance with the Trust Deed of the English Province of the Order of the Daughters of Mary and Joseph and in particular:

- a) Religious education is to be in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church.
- b) Religious worship is to be in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church; and at all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.

'We aim to work in partnership with the home and the parish, to help all members of the school community to live the Gospel values of reconciliation and forgiveness and to respond in a Christian way to the challenges of life with its joys and sorrows. Thus, it is hoped that each one will be able to achieve a loving relationship with God and all creation, to make the appropriate moral decisions, and to grow towards mature membership of the Church.'





## OUR MISSION

Coloma is a community of staff, students, parents and governors where each is recognised as a highly valued individual. The school aims to foster a deepening awareness of Christian faith and service alongside an understanding and tolerance of all creeds and cultures.

Coloma through its teaching and organisation, endeavours to give every student opportunities for growth and development, and in particular seeks to:

**INSPIRE** students to aim for academic, sporting, musical and artistic excellence

**CULTIVATE** talents with energy and enthusiasm

**ENCOURAGE** the development of social skills

**DEVELOP** skills in leadership, management and enterprise by working with, and for, the wider school community

**CREATE** appreciation, respect and care for others and to strive for justice in this world

**UNDERSTAND** there is no true discipline save self-discipline

Our hope is that each student will reach her full personal, social and academic potential, achieve confidence in herself and acquire a breadth of vision for adult life.

## OUR AIMS

To foster the spiritual life of the school community through worship and prayer.

To provide an opportunity for the balanced development of each student's intellectual, emotional, physical and spiritual qualities and to foster an appreciation of those things which add quality to life, by developing creative and artistic gifts and skills.

To develop the potential of all students by encouraging the search for knowledge and truth.

To be a place of Christian service, sensitive to the needs of others; where there is a determination to promote human rights and a recognition of the corresponding duties and responsibilities; where a sense of justice is fostered and an awareness that all people have an equal value.

To work in partnership with the home and the parish, to help all members of the school community to live the Gospel values of reconciliation and forgiveness and to respond in a Christian way to the challenges of life with its joys and sorrows.

Our hope is for each one of us to achieve a loving relationship with God and all creation, to make the appropriate moral decisions, and to grow towards mature membership of the Church.



## PROVISIONAL MEASURES AT KS4 AND KS5 (2017/2018)

### KS4

Progress 8: +0.90, well above average

Attainment 8: 61.53 points

89% of students gained English and Maths GCSE grades 4 - 9

70% of students gained English and Maths GCSE grades 5 - 9

89% of students were entered for the English Baccalaureate

51% of students gained the English Baccalaureate at grade 5/C or above

72% of students gained the English Baccalaureate at grade 4/C or above

### KS5

Average result per A level entry: B- /35.25 points

A level Progress score: +0.15, above average

13.2% of students achieve AAB or higher in at least two facilitating A level subjects







## HEADTEACHER JOB DESCRIPTION

### POST TITLE

Headteacher

### RESPONSIBLE TO

The Governing Board

### INTRODUCTION

Coloma Convent Girls' School has been designated a voluntary-aided school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the English Province of the Order of the Daughters of Mary and Joseph. At all times the school is to serve as a witness to the Catholic Faith in our Lord Jesus Christ.

The Governing Board will appoint a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.

The Governing Board and the Trustees acknowledge the importance of the role of the Catholic headteacher and will actively offer continued support, encouragement, affirmation and realistic challenge to the successful candidate.

This appointment is with the Governing Board of the school under the terms of the Catholic Education Service contract to be signed with the Governing Board as employer. The appointment is subject, where applicable, to the current conditions of service for headteachers contained in the School Teachers' Pay and Conditions Document and other current education and employment legislation and statutory guidance.

This job description utilises the key areas identified in the National Standards of Excellence for Headteachers (2015).

**The Governing Board is committed to safeguarding and promoting the welfare of children and young people. The headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.**



## **AIMS OF THE SCHOOL**

To foster the spiritual life of the school community through worship and prayer.

To provide an opportunity for the balanced development of each student's intellectual, emotional, physical and spiritual qualities and to foster an appreciation of those things which add quality to life, by developing creative and artistic gifts and skills.

To develop the potential of all students by encouraging the search for knowledge and truth.

To be a place of Christian service, sensitive to the needs of others; where there is a determination to promote human rights and a recognition of the corresponding duties and responsibilities; where a sense of justice is fostered and an awareness that all people have an equal value.

To work in partnership with the home and the parish, to help all members of the school community to live the Gospel values of reconciliation and forgiveness and to respond in a Christian way to the challenges of life with its joys and sorrows.

Our hope is for each one of us to achieve a loving relationship with God and all creation, to make the appropriate moral decisions, and to grow towards mature membership of the Church.

## **PURPOSE OF THE ROLE:**

The purpose of the role of headteacher is to provide professional leadership and management of the school in consultation with the Governing Board, in order to provide a Catholic Christian educational community in which all are enabled to achieve their highest potential. The headteacher's leadership and management will reflect and give effect to our Mission and Aims.

At Coloma that professional leadership and management is provided in the context of a community which holds Christ at the centre of everything. It is an essential requirement, therefore, that candidates have a strong personal faith and recognise the opportunities and challenges facing Catholic education as a vibrant part of the mission of the Catholic Church in education.

In a Catholic school, the search for excellence is given expression in learning and teaching which responds to the needs and aspirations of its students and acknowledges their individual worth as made in the image and likeness of God. The headteacher shares responsibility for the mission of the school and the wider Diocesan educational system.

In a Catholic school, the role of the headteacher is one of leadership of a learning community rooted in faith. The headteacher's leadership must take Christ as its inspiration. The headteacher's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God. The headteacher leads by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. The headteacher secures a climate for the exemplary behaviour of pupils. The headteacher sets standards and expectations for



high academic standards within and beyond their own school, recognising differences and respecting cultural diversity.

In a Catholic school the headteacher fulfils his or her responsibilities in accordance with the Instrument of Government. The headteacher supports the Governing Board in fulfilling its responsibilities to the Diocese under Canon Law as well as in accordance with national legislation. The headteacher accounts to the Governing Board, parents/carers and the school community for the fulfilment of the school's Catholic mission and its educational success.

### **RESPONSIBLE TO:**

The headteacher is an employee of the Governing Board and is required to carry out professional duties as detailed in this job description, and in Canon Law, the Trust Deed and the Instrument of Government for the school and, where applicable, those professional duties set out in the current School Teachers' Pay and Conditions Document.

## **THE FOUR DOMAINS OF HEADSHIP**

### **1. Excellent headteachers: qualities and knowledge**

The headteacher will:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.



## **2. Excellent headteachers: pupils and staff**

The headteacher will:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

## **3. Excellent headteachers: systems and process**

The headteacher will:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the Governing Board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.





6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

#### **4. Excellent headteachers: the self-improving school system**

The headteacher will:

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.



## HEADTEACHER PERSON SPECIFICATION

This person specification is intended to assist both candidates and governors in the appointment process. It highlights the particular qualities for headteachers of Catholic schools in ensuring that they meet the same expectations of headteachers of all schools while serving the mission of the Church in education.

The core purpose of the headteacher of any school is to provide professional leadership and management. In our Catholic school, that professional leadership is provided in the context of a community rooted in the Catholic faith. Thus it is an essential requirement that applicants have a strong personal faith and recognise the opportunities and challenges facing the Catholic school as a vibrant part of the mission of the Church in education.

The Governing Board acknowledges the importance of the role of the Catholic headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

The Governing Board acknowledges that the criteria reflect the evolving role of headship in the early 21<sup>st</sup> century and that they apply as much to experienced headteachers as they do to aspirant headteachers.

Please note sources of evidence of fulfilled criteria:

Application form and supporting statement: **A** Interview: **I** References: **R**

	Essential / Desirable	Source
<b>(A) FAITH COMMITMENT</b>		
1. Practising Catholic	E	A/I/R
2. Evidence of participation in parish or Catholic community life	D	A/I/R
<b>(B) QUALIFICATIONS</b>		
1. Qualified teacher status	E	A
2. Degree	E	A
3. NPQH or similar leadership development	E	A
4. CCRS (Catholic Certificate in Religious Studies)	E	A
<b>(C) PROFESSIONAL DEVELOPMENT</b>		
1. Evidence of regular, recent and appropriate professional development for the role of headteacher	E	A/I
2. Evidence of recent significant leadership and management professional development	E	A/I
3. Has successfully undertaken the Secretary of State's approved safer recruitment training, or has a commitment to do so before taking up the post.	E	A/I



	Essential / Desirable	Source
4. Has successfully undertaken appropriate Child Protection training/Designated Senior Person training	E	A
<b>(D) SCHOOL LEADERSHIP AND MANAGEMENT EXPERIENCE</b>		
1. Evidence based experience of recent significant leadership in an 11-18 secondary school, including leading a successful Sixth Form	E	A/I/R
2. Evidence based experience of working with the Governing Board and senior leadership team to develop and enhance the strategic direction of an 11-18 secondary school	E	A/I/R
3. Ability to lead the spiritual development of staff and students and to drive a Catholic school ethos	E	A/I/R
4. Strong commercial acumen with a comprehensive understanding of budgets, financial controls and opportunities to grow and enhance income and resources	E	A/I/R
5. To be able to effectively use data, assessment and target setting to raise standards/address weaknesses; and be able to use to lead staff and engage parents and governors using the facts gathered and insights generated	E	A/I
6. To have taken an active involvement in school self-evaluation, and in school improvement and development planning	E	A/I
7. To have had a key involvement in reviewing and developing the curriculum	E	A/I
8. To have had responsibility for policy development and implementation	E	A/I
9. Experience in developing and supporting alumni to contribute to the life of an 11-18 secondary school	D	A/I
<b>(E) QUALITIES AND KNOWLEDGE</b>		
1. Empathy with children and for the needs of all of our students; our students are to be nurtured and treated with respect at all times	E	A/I
2. Hold and articulate a clear vision and purpose for Catholic education to secure excellent outcomes and achievements for students	E	A/I
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, and towards parents and governors and all others within and outside the school community	E	A/I
4. Lead by example and be a positive role model with excellent communication skills	E	A/I
5. Sustain understanding and knowledge of current educational provision and the wider school systems and pursue continuous professional development	E	A/I



	Essential / Desirable	Source
6. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, translating policy into the school's context	E	A/I
7. Be a visible presence in all areas and aspects of the school	E	A/I
8. Be aware of own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E	A/I
<b>(F) STUDENTS AND STAFF</b>		
1. Demand ambitious standards and high expectations for all students and staff	E	A/I
2. Secure excellent teaching through an analytical understanding of how pupils learn and of successful classroom practice and curriculum design leading to rich curriculum opportunities and student well-being	E	A/I
3. Promote the development of the whole child	E	A/I
4. Demonstrate, promote and encourage outstanding classroom practice using research and data analysis	E	A/I
5. Motivate and support all students and staff to develop their unique potential and to support each other	E	A/I
6. Identify emerging talent, coach current and aspiring leaders, leading to clear succession planning	E	A/I
<b>(G) SYSTEMS AND PROCESS</b>		
1. Ensure systems, organisation and processes are well considered, efficient and fit for purpose	E	A/I/R
2. Promote excellent behaviour within and outside school and positive attitudes to school life	E	A/I
3. Use fair systems and measures to manage the performance of staff, address any under-performance, support staff to improve and value excellent practice	E	A/I
4. Understand the need for strong governance and support the Governing Board to understand its role and deliver its functions effectively – in particular in setting strategy and holding the headteacher to account – and at all times fulfil the headteacher's contractual commitments to the Governing Board	E	A/I
5. Ensure budgets and resources are deployed in the best interests of students through strategic, curriculum-led financial planning	E	A/I
6. Promote distributed leadership throughout the organisation	E	A/I
<b>(H) SELF-IMPROVING SCHOOL</b>		





	Essential / Desirable	Source
1. Knowledge and experience of working with other schools and organisations to promote best practice and to secure excellent achievements for all students	E	A/I/R
2. Develop effective partnerships with a range of professionals to improve academic and social outcomes for all students	E	A/I
3. Use well evidenced research to achieve excellence	E	A/I
4. Provide high quality opportunities for the professional development of all staff	E	A/I
5. Entrepreneurial and innovative approach to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability	E	A/I
6. Source of inspiration and encouragement to all, within and beyond the school community, to believe in the fundamental importance of education in young people's lives and to promote the value of education	E	A/I
<b>(I) SAFEGUARDING</b>		
1. Ensure that safeguarding policies and procedures are fully implemented and followed by all staff	E	A/I/R
2. Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively	E	A/I
3. Ensure the safety of all staff and students at all times	E	A/I
<b>(J) CONFIDENTIAL REFERENCES AND REPORTS</b>		
1. A positive and supportive written faith reference from a priest where the applicant regularly worships	E	R
2. A positive recommendation from current chair of governors or, if not currently holding a headteacher position, a positive recommendation from current headteacher	E	R
3. A second positive professional reference	E	R
<b>(K) APPLICATION FORM AND SUPPORTING STATEMENT</b>		
1. Application form to be completed in full and legible	E	A
2. Supporting statement (no more than 1,300 words in length) to be clear, concise and related to this role as described	E	A